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THE RING

Popular Chancellor serves his final term

BY TERESA MOORE

Since becoming Chancellor in January 1991, Robert Rogers has conferred degrees on more than 12,000 UVic grads here on campus and at UVic-affiliated community colleges across the province, as part of his Convocation ceremony duties. On Saturday afternoon at the University's Fall Convocation, he will admit his final grads into UVic's society of scholars. Rogers ends his second term as Chancellor on Dec. 31.

Rogers came to UVic in 1991 as the University was embarking on its first Capital Campaign, and brought with him contacts in the business world and close ties with community organizations. Former Lieutenant-Governor of B.C. and chair and chief executive officer of Crown Zellerbach, and a Member of the Order of Canada, he also had a distinguished career in the public service working with organizations such as the Boy Scouts of Canada, the Canadian Council of Christians and Jews and the Canadian Geriatrics Research Society. He is a founding member of convocation of Simon Fraser University and was vice chair of the board of governors of Lester Pearson College of the Pacific.

"Dr. Rogers was an essential link between UVic and all levels



Chancellor Robert Rogers (above) will confer degrees, diplomas and certificates upon 856 graduates at the University's 49th Convocation on Nov. 30. Three honorary degrees will be conferred upon leaders in the fields of the arts, community service and science (see page 5).

of the community during the Campaign and a wonderful ambassador for us during the Commonwealth Games. We thank him and his wife, Jane, for their invaluable contributions over the past six years," says

UVic President David Strong.

Rogers does not intend to be idle. He will continue his volunteer work and hopes to have more time for one of his favourite pastimes—golf. Although he will no longer be directly involved

with UVic, he'll continue to play a supportive role.

"I'll be gone from the scene, but I'll certainly be behind it in spirit," says Rogers.

UVic's new chancellor will be determined next month.

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University remembers the tragic events of Dec. 6

Seven years have passed since 14 young women, most of them engineering students, were gunned down at Montreal's Ecole Polytechnique by a man who claimed to hate feminists. The massacre shocked and stunned Montreal and plunged the entire country into mourning. Each year since, the country has paused on Dec. 6 to remember the young women who were cut down before they could fully realize their hopes and dreams and to reflect on the toll taken by violence against women in our society.

UVic will once again honour the memory of the slain Montreal students with a memorial ceremony on Dec. 6 at noon in front of the MacLaurin Building facing the quadrangle. The women's choir Philomela, under the direction of Prof. Susan Young of the School of Music, and the Women's Movement dance group will perform.

Norma Mickelson, a member of UVic's Board of Governor and former Dean of Education, will lead the ceremony. All members of the campus community and the general public are invited to attend.

Following the ceremony the Women's Sexual Assault Centre will hold an open house from 1 to 4 p.m. in its Student Union Building (SUB) location and all are invited to the SUB Upper Lounge following the service to talk, watch performances and use the open mike. Women are invited to the Women's Centre for an afternoon open house. From Dec. 2 to 6, engineering students will focus on the history and current status of women in the engineering profession through a poster display in the lobby of the Engineering Lab Wing. The half-hour video *After the Massacre* will be shown in Human and Social Development Building Room A240 at 2 p.m.

CFUV (102FM) will broadcast the memorial service at 6 p.m. that evening and will continue to broadcast programs relevant to the Montreal massacre and issues of violence in society until 10 p.m.



DONALD HAMILTON (Curriculum Library) holds up prizes to go to lucky draw winners who contribute to this year's campaign.

UW needs help to meet goal

Time is running out to make your contribution to this year's UVic United Way campus campaign and have a chance to win a brand new computer or a deluxe weekend downtown. More than 80 per cent of UVic's goal of \$105,000 has been collected, but the campaign needs a strong finish to push it over the top.

If you have made a contribution through a pledge card you're already eligible for the grand prize draw on Dec. 10 for a Macintosh Performa 5200CD computer, compliments of Apple Canada and the UVic Computer Store, and the deluxe weekend at the Chateau Victoria Hotel. All pledge card donations received by Dec. 6 will be eligible for the grand prize draw.

The Student Employment Centre is raffling off a Christmas gift basket valued at \$70. Tickets are \$2 or three for \$5.

Strategic Plan Moves On to Senate

This issue of *The Ring* contains the October 1996 draft of UVic's strategic plan as a special pull-out section. The plan is being forwarded to the Dec. 4 meeting of the university Senate by the Senate Planning Committee with a recommendation for approval. UVic community members with comments about the plan are asked to contact one of their representatives on Senate before the meeting to express their views.

The product of an extensive 2 1/2 year consultation process both on and off campus, the plan provides recommendations in nine key areas.

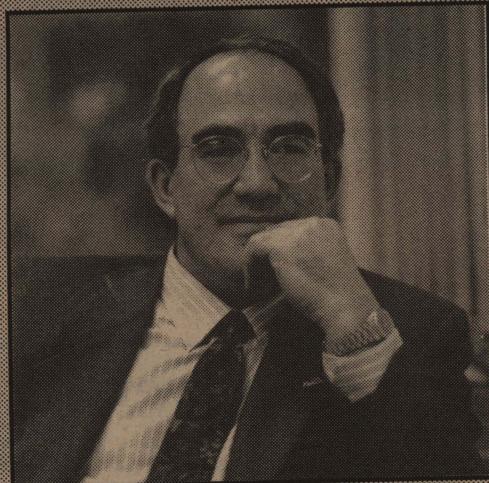
The on-campus consultation process involved focus groups, a campus-wide questionnaire, town hall meetings, and the circulation to all faculty and staff and the two student societies of strategic issue discussion papers and later the first draft of the plan.

Off-campus, in what may have been the most open consultation process ever for a Canadian university, the plan was sent to provincial ministries, high school counsellors, MLAs, B.C. MPs and local governments, business and labour organizations throughout B.C., provincial professional associations, B.C. universities and colleges, UVic advisory boards, alumni representatives, donors, and school boards and community groups in Greater Victoria. UVic also invited individual British Columbians to comment on the plan and posted the plan on the World Wide Web.

The Strategic Planning Task Force, which organized the consultation process and authored the draft plan, was chaired by UVic President Dr. David Strong. Its 13 members included students, faculty, staff, a dean, a board representative and the vice presidents.

On recommendation from Senate the strategic plan will be sent to the UVic Board of Governors for its approval.

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President's Notebook

A MESSAGE TO YOU FROM THE CLASS OF '93

There are many important and exciting things happening in the life of UVic which I would like to write about, but none so important as our convocations. I offer my congratulations to all 856 of you who are graduating on November 30, and to all of your family, friends and others who have supported you throughout your studies.

Some of you will already have well-laid plans—for a holiday, a job, or further studies—but it would not be surprising if some of you are facing the future with a degree

of uncertainty. I am pleased to tell you that the experience of the Class of '93 suggests that you need not worry.

Statistics Canada, in 1995, surveyed 7,490 former students who graduated from UVic, SFU and UBC in 1993. Ninety-five per cent of them reported that they had learned a great deal over the course of their studies, and 90.2 per cent agreed that they received quality instruction. They were also highly satisfied with their practical training and hands-on learning, and found that they had marketable skills for their future

careers. Nearly three quarters (71.8 per cent) reported that they would select the same program again.

Almost 94 per cent of the Class of '93 reported that their university developed their ability to analyse and think critically, 89 per cent their ability to solve problems, and 84 per cent their ability to work effectively with others. These are the skills which employers repeatedly identify as important, so you might ask, did they get jobs? The report shows that nearly 85 per cent of graduates in 1993 found permanent employment within two years of graduation, no matter what their field of study. And a full 89.7 per cent of graduates in full-time positions and 84.1 per cent in part-time positions were satisfied with their current employment.

So, as well as being justly proud of your intellectual growth, you can also be confident that your courses were professionally relevant and that you have the skills you will need to succeed in the years ahead. Your years of hard work were worth it not only for your personal development but for your future prosperity.

The survey reinforces my hope that when we interview you in future years about your post-graduation experiences, you will be building on your UVic education through employment, study or other means, and that you too will have a powerful and positive message for the UVic graduates who follow you.

With the Class of '93, I want to offer you my best wishes today and for the future. Please keep in touch.

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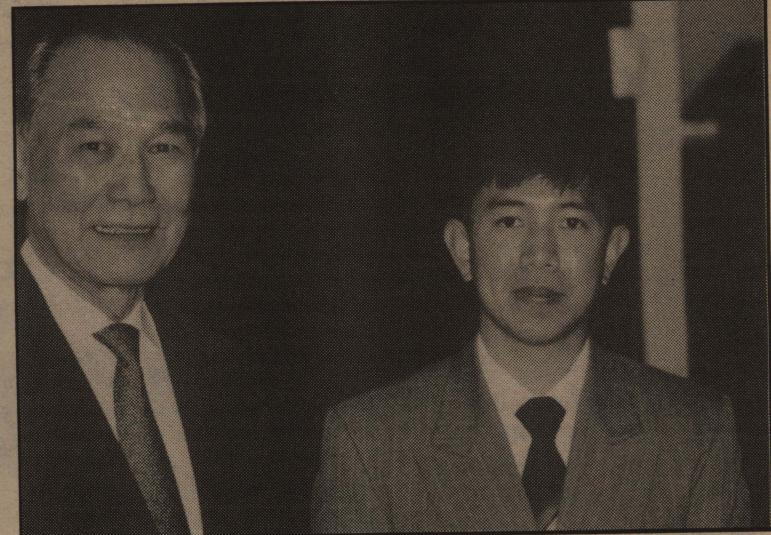
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Khun Anand Panyarachun (left) and Khun Anak Patanavibool

First Anand Scholarship awarded

BY PATTY PITTS

Like many UVic graduate students, Khun Anak Patanavibool finds it costly to pursue a PhD—especially when he must conduct field work in his native Thailand to fulfill his degree requirements. But Khun Anak received some much-needed financial support recently when he was named the first recipient of UVic's \$10,000 Anand Scholarship.

The award was established jointly by the former Prime Minister of Thailand and former Thai Ambassador to Canada, Khun Anand Panyarachun, who is UVic's Honorary Patron in Thailand, and UVic President Dr. David Strong to enable Thai undergraduate and graduate students to study at UVic and to support faculty exchanges and student study and work exchanges between Thai partner institutions and UVic. He presented Khun Anak with the inaugural scholarship at a special ceremony at the Canadian ambassador's official residence in Bangkok during a recent visit by a delegation from UVic.

Khun Anak was presented with an honorary Doctor of

Laws degree at UVic in 1993 and was recently named Honorary Patron of the University. UVic's Board of Governors created the title of Honorary Patron to honour people who have made significant contributions to the University. International Honorary Patrons support partnership agreements with UVic in their home countries and, in doing so, attract talented scholars and students to attend the University.

Khun Anak is a wildlife biologist with Thailand's Royal Forestry Department. Following his graduation from UVic, he hopes to work as an environmental scientist in Thailand specializing in biodiversity. Anand Scholars are chosen annually under the co-direction of the President of UVic and Khun Anand.

"Khun Anak is highly deserving of this scholarship," says UVic President Dr. David Strong. "He is an outstanding student and an exemplary scholar who will use the scholarship to complete his research in an increasingly important field. UVic will also benefit from his knowledge and his presence on campus."

QUOTE

"Life is no brief candle to me. It is a sort of splendid torch which I have got hold of for the moment, and I want to make it burn as brightly as possible before handing it on to future generations."

—George Bernard Shaw
1856-1950

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Asia trip cements strong ties for UVic

BY PATTY PITTS

Two new programs that build on UVic's strong ties with Asia and provide expanded opportunities for UVic faculty members and students were finalized during a recent trip to Asia by UVic President Dr. David Strong and a number of UVic faculty and administrators.

Senior managers from Thailand's business community and the 35 Rajabhat Institutes throughout Thailand can now earn a UVic MBA degree without leaving their country, through a new executive MBA program launched with the

signing of an agreement between the Faculty of Business and the Rajabhat Suan Dusit Institute in Bangkok, Thailand.

Another agreement, signed between UVic's English Language Centre and HanYang University in Seoul, South Korea establishes a UVic centre in Seoul where Korean students will be taught English by UVic graduates.

"The programs heighten UVic's presence in these two countries, and assist faculty members interested in teaching exchanges, as well as students and graduates seeking opportunities in Thailand and Korea," says Strong. "These partnerships also provide a solid base for expanded benefits in the future."

UVic Faculty of Business professors, Thai instructors and distance education technology will be used to deliver the MBA program at Rajabhat which begins in June, 1997. UVic professors will fly to Thailand during breaks in their teaching schedules here to teach program modules to the 35 students accepted each year—all of whom must meet the entry standards for the University's MBA program. Courses requiring extensive local knowledge will be taught by Thai instructors. All students will have email linkages to the electronic business library in the McPherson Library for distance research and to communicate with professors who have since returned to Victoria.

The partnership is lauded by UVic Dean of Business Dr. Roger Wolff for its potential to generate links with Thai businesses, create possible co-op positions and open up more opportunities for joint research projects.

"Students are drawn to this program because of its innovative modular format which allows students to keep working because it is a UVic degree taught by UVic professors, and because of the involvement of

Thai corporate executives on the program's advisory board," says Dr. Dale Beckman, head of the faculty's international business program who has worked for four years to establish the new MBA program. "Since some of these students will benefit from English language training, there is the potential for UVic to fulfill a need here as well."

The new international English language centre agreement with HanYang University indicates the strong desire in Asia for professional English

language instruction and attests to UVic's reputation for being able to deliver high quality programs.

HanYang is constructing a new addition to a building to house UVic's program, which was chosen over proposals submitted by a number of other North American universities.

Construction on the new centre is scheduled for completion in March 1997 and classes will begin soon after. The partnership calls for six UVic instructors to teach at HanYang for an initial appointment of one year. In three to five years, enrolment in the program is expected to reach 1,000 students drawn from universities, business and government. "Korea is committed to globalizing its economy, and learning English is a means



ROBIE LISCOMB PHOTO

A whale of a lesson plan was on display in the Lam Auditorium Nov. 20. Created by education (elementary) students Denise Makarowski and Bamm-Bamm Garost (gesturing at left), the life-size orca poster is part of a kindergarten lesson plan assignment. The whale has found a temporary new home in the Curriculum Laboratory on the second floor of the MacLaurin Building, where it will be on display until Dec. 6.

This is the first on-site international English language centre UVic has established abroad...."

to achieve that," says Dr. Wes Koczka, UVic's Acting Dean of Continuing Studies. "This is the first on-site international English language centre UVic has established abroad and it increases the potential for more partnerships between the centre and the Faculty of Business and creates the possibility of new careers in language instruction for UVic graduates."

During the past year, the Faculty of Business and the English language centre have offered personalized language and business study programs to senior executives of LG Limited of Korea. The programs can last from seven weeks to five months, depending on the needs of the individual executives.

Call for student papers

The Centre for Asia-Pacific Initiatives (CAPI) invites students to submit 600-word abstracts of papers on the human rights and labour issues in the Asia-Pacific region for possible presentation at a seminar, Feb. 25-27, 1997. The seminar will focus on migrant labour, factory labour, plantation workers and child labour in the region. Abstracts are due in Begbie 131 by 4 p.m. Jan. 13. Further information is available from Barbara Duffield (local 7020, email bduffield@uvic.ca) and Tara Shannon (email tarashan@uvic.ca).

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Passion for their work inspires extraordinary grads

Painter, teacher, writer explores Western art

Not the desire to earn a degree, but an interest in learning more about Western art inspired Kileasa Wong to start studying painting and history in art at UVic.

In 1990-91 Wong began combining part-time fine arts studies at UVic with being a newspaper correspondent, teaching Cantonese and painting at the Victoria Chinese

Public School, teaching Chinese painting at Camosun, Silver Threads, and the YM-YWCA, teaching folksong and folkdance at the Chinese School and editing the *Chinatown Newsletter* in Victoria.

Her experiences as a student have whetted her appetite for



Kileasa Wong

more. She will receive her BFA at Fall Convocation and is already taking more courses in history in art while thinking about applying to graduate school, either in visual arts, history in art, Pacific Studies and Asian—or, maybe, education, while she continues to paint, teach, and work as the Victoria correspondent for the Vancouver-based *Ming Pao Daily News*.

Wong's remarkable energy is self-generated. "I love teaching. I don't see it as a job, because I like it," she says, her conversation punctuated with smiles. "A lot of my classmates have gone to the education department to prepare to teach art in high school. I'm thinking of it. It would be a lot of fun. I also love writing, and painting."

Wong came to Canada in 1970 to marry her husband, Maurice, who was her classmate in high school in Hong Kong. While staying at home in Victoria to raise her four sons, she continued painting ("I have always painted, since a child"). In 1986, when she began teaching Chinese painting at Camosun, she found that "I really enjoyed it, and the more I got into society, the more I found a need to know more about Western art."

"I have to be very organized," she admits, giving her family much credit for her readiness to follow her dreams. "My family is very helpful. My husband is very supportive and encouraging, and my sons help with the cooking."

This enthusiastic lifelong student, who has made many paintings and photographs of Victoria's Chinatown, continues to experiment in her art. In her graduating year, in directed studies taken with supervisor Prof. Robert Youds, she used Chinese painting materials to create new works in an abstract mode which have received compliments and attracted interest for the way in which they reflect both her Oriental and Western experiences as an artist.

"Extraordinary" grad finds career in Jordan deserts

After one year of doctoral studies in psychology at the University of Alberta, Barbara Reeves made a decision that would affect the rest of her life.

"My goal during university had been to get a job. I loved classics but thought I'd never

find a job, so I pursued psychology. But I

was lukewarm to it and one day I finally admitted that I was really wasting my life. Maybe there wouldn't be a career in classics, but I had to give it a shot," says Reeves, who already held two

undergraduate degrees from UVic in psychology and classics when she went to the U of A.

She quit her studies in 1993, returned to Victoria and enrolled in a master's program in UVic's classics department (recently renamed Greek and Roman Studies). Enroute to a degree, which she will receive at this weekend's Convocation, she found the career she'd been searching for in Wadi Ramm, Jordan, where much of the film *Lawrence of Arabia* was shot.

Always interested in archaeology, she was writing her thesis on Roman bathhouses when Dr. John Oleson (Greek and Roman Studies) invited her to join his annual dig in Jordan in 1995. Once there a representative from the government's department of antiquities invited her and fellow-UVic Classics grad Dennine Dudley to the ruins of Wadi Ramm and, impressed

with their knowledge and enthusiasm, suggested the pair submit a proposal to direct a dig the following summer—work typically done by faculty or doctoral candidates, not master's students. To Reeves and Dudley's

delight, their 20-page proposal was accepted and they embarked on a fund-raising campaign, raising \$8,000 from UVic's Alumni Association, the Classical Association of Vancouver Island and the faculty and students of the Greek and Roman Studies department.

"It is an extraordinary accomplishment for Barbara to have her own dig at this stage in her career, especially at one of the most prominent archaeological sites in Jordan," says Oleson.

Reeves plans to enter a PhD program in classical archaeology. Until then she will work for Oleson and do some writing and public speaking (she is planning a public lecture on campus in January).

"I used to be looking for a career, for a good job, but I've learned that a career is only a career and a job is only a good job if you're doing something you really love," she says.

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UNIVERSITY OF VICTORIA

Strategic Plan

OCTOBER 1996

MISSION STATEMENT

Our Motto: Multitudo sapientium sanitas orbis
(A multitude of the wise is the health of the world)

MISSION

The University of Victoria is a community of learning, knowledge, and accomplishment that serves the peoples of British Columbia, Canada, and the global community. In contributing its teaching, learning, research, artistic creativity, and professional practice, the University endeavours to be judged excellent when measured against the highest international standards.

CONTEXT

The University of Victoria is a collegial community dedicated to inquiry and learning. Our first responsibilities, shared with all universities, are the mutually supportive endeavours of teaching, research, and creative activity. Through these pursuits, knowledge is discovered and created; it is interpreted and preserved; and it is disseminated and applied. Thereby, universities are a primary source of intellectual and cultural development for humankind.

Education has many facets. These include intellectual and personal growth, the inspiration of good teaching, the excitement of discovery and learning, and preparation for life and vocation. Disciplined inquiry and critical thought are central to the educational mission of any university. We seek to provide a university education that fosters in students the ability to think clearly and creatively, to analyse complex issues, to exercise independent judgement, to communicate clearly in speech and writing, to interpret the cultural fabric with insight and sensitivity, and to contribute thoughtfully and constructively to society.

We are committed to being a collegial University community where the learning and wisdom of every member can flourish. The rights of free speech and free inquiry are essential to this end. In brief, these rights are the freedom to question and challenge received ideas, and to advance new ideas and judgements, however controversial and or unpopular, without jeopardizing one's position or status. These rights carry duties and responsibilities that we shall uphold. In particular we have the duty to respect the reciprocal rights of others, including students, colleagues, and staff. Likewise, we have a special duty to practice reasoned and civil discourse.

A modern university is a varied community that contributes in diverse ways to the development of its students, faculty, and staff members and to society in general. As a university we are committed to attaining the highest quality, and to meeting the highest standards of integrity in all that we do. Our goal is to advance the moral, spiritual, cultural, social, environmental, and economic well-being of British Columbia, Canada, and other communities of the world.

PRINCIPLES

We are committed to the following principles:

1. Freedom of speech and inquiry; open and rational discussion; intellectual and ethical integrity.
2. Commitment to teaching, learning, and research as necessities in a healthy democratic society.
3. Equity in opportunities and employment for all across the University.
4. Collegial forms of governance that provide appropriate opportunities for participation of all members of the University community.
5. Environments for work and study that are safe and healthy, foster mutual respect and civility, and support our recognition that our people are our primary strength.
6. Public and internal accountability.

GOALS

In pursuing the mission of our University, we shall:

- Offer our undergraduate and graduate students programs that are innovative, challenging, and appropriate for students whose concerns will lie largely in the twenty-first century.
- Continue the development and enhancement of our undergraduate and graduate programs.
- Encourage and reward teaching effectiveness as a primary responsibility at both the graduate and undergraduate levels, in the lecture room, laboratory, tutorial, and seminar; in thesis supervision and in other situations.
- Offer, in addition to our programs in teaching and learning, services to enhance student life, to support students in achieving their educational goals, and to enrich learning opportunities outside the classroom.
- Promote fundamental and applied research, original scholarship, and artistic activity judged to be excellent by the highest international standards.
- Foster collaborative research within the University and with other universities, industry, government agencies, and community groups.
- Promote the development and application of beneficial new technologies to serve teaching and research and enhance administrative efficiency.
- Develop a program of awards, at both the faculty and university levels, for distinguished teaching and research.
- Collaborate with other post-secondary institutions and with public and private bodies to ensure that we are providing responsive programs that draw on our academic strengths.
- Develop, in light of the changing demographic profile of our students, innovative ways to make our teaching programs more accessible, notably for First Nations Peoples and minority groups who are presently under-represented in our student body.
- Foster those teaching and research activities that advance our understanding of Canadian culture and its connections to other cultures and their traditions.
- Strive to relate our established programs to the social, economic, and environmental challenges occurring beyond our campus, by further development of cooperative education and internship programs, interdisciplinary teaching programs and research projects, and international activities that will have a primary focus on the Pacific Rim.
- Serve the local and wider community by providing programs of continuing education that respond to the increasing needs among our population for life-long learning.

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A. INTRODUCTION

PREFACE

In April, 1994 the University Senate and Board of Governors endorsed the following terms of reference for the Strategic Planning Task Force (*see Appendix 3*):

... to consider the development of the University of Victoria over the next ten years, to identify the strategic choices and initiatives during that period, and ultimately to make recommendations respecting the Strategic Plan and the ongoing planning process to the Senate and the Board.

The Task Force established some simple criteria to determine what issues to treat as strategic:

- The issue requires immediate attention.
- The issue is institutional in nature and effects (e.g. not confined to one department, school or faculty).
- The consequences of doing nothing are unacceptable (e.g. through lost opportunity, harm to the University mission).
- The issue cannot be addressed through existing administrative structure and policies.

An additional test of importance, though not necessarily strategic, is whether or not resources must be reallocated to an issue.

In this Strategic Plan we have not included much of the background material on which we based our recommendations, e.g. analyses of external and internal trends and patterns, theory and principles of strategic planning, and the materials we reviewed. Many of these are listed in Appendix 1 and are available on request.

We focus, in Sections B to J, on recommendations for action. We believe that these inherently contain the essence of the Plan, and that only a minimal explanation or context is needed in the text. The recommendations are grouped into categories related to the main issues which we have identified, but some are repeated in different categories. Some of these recommendations may seem routine at first glance, but we feel that all are critical to the strategic choices and initiatives that span the next decade.

Further information on the strategic planning process is given in Appendix 4, and a list of the Task Force membership and participants is given in Appendix 5.

CONTEXT

Our opening Mission Statement has defined the fundamental aspirations of our university community, the general context in which we work, the principles to which we subscribe, and the goals we seek to fulfill in pursuing our mission. That statement expresses the pride of an institution confident in its achievements as a university; it also expresses the energetic determination of a successful educational community working to expand its potential, prepared for the twenty-first century.

Established in 1963, on the firm foundations of a

liberal arts college and a provincial normal school, the University of Victoria has grown and prospered. In little more than three decades, it has become a leading Canadian comprehensive university. For two years running, it has been ranked first in the *Maclean's* magazine annual survey. Its undergraduate programs and teaching enjoy a well established reputation for excellence; to these programs have been added a wide array of graduate programs and flourishing research activities. In the past decade, the number of graduate students has doubled and the amount of external research funding has increased sevenfold. A central purpose in our future development is to maintain a good balance between our reciprocal teaching and research functions. Good teaching necessarily assimilates the results of valuable research and, in turn, stimulates understanding of contemporary knowledge and prepares students for participation in research projects directed by faculty researchers.

In the past two decades, our range of programs has expanded through the introduction of professional programs, from Law and Nursing to Engineering and Business, and also of interdisciplinary programs in such subjects as Canadian Culture, Women's Studies, Film Studies, Environmental Studies, and Medieval Culture. This great intellectual and educational momentum has continually renewed our community of teaching scholars and advanced its development, bringing almost a third of our present faculty members in the past decade.

We have shown a significant capacity for creative and innovative programs, within the Faculties and through twelve interdisciplinary Research Centres. These centres address contemporary social and global issues, from aging and the environment, to energy and the Asia-Pacific region and its complexities. We strive to combine the highest standards of teaching, learning, and research with pressing contemporary needs, while respecting the proven benefits of curiosity and inquiry. We take pride in our distinguishing initiatives, for example, in our Cooperative Education programs and in our rapidly expanding engagement in the Pacific Rim, initiatives we seek to enhance in the years ahead. We also take a special pride in the creativity that continues to distinguish the University for its numerous achievements in music, theatre, visual arts, and writing. And, consistent with our history as a liberal arts community, we believe that a necessary context for all our various creative endeavours is the disciplined interpretation of traditional civilizations, contemporary cultures, and changing patterns of human behaviour.

Above all, we are a teaching and learning community committed to the principles in our Mission Statement. A principle is easily stated, its enactment sometimes elusive, the problems it faces often daunting. Yet our strength and success as a university community are contingent upon the contributions of its constituent members and their cooperative efforts. We have achieved much in a short time, yet these are not times for mere pride in our past or for complacency about present success. We have challenges to confront and opportunities to

grasp, as we seek to renew today's University of Victoria for the next decade.

THE FISCAL ENVIRONMENT AND STRATEGIC PLANNING

This Strategic Plan has been developed during a period of growing fiscal uncertainty for universities, in British Columbia and throughout Canada. The decisions by both federal and provincial governments to reduce their deficits, and the reductions of fiscal transfers by the federal government to the provinces, are continuing features of this fiscal environment and have serious potential implications for the public sector in general.

This Strategic Plan does not attempt to confront budgetary problems which are threatened but not defined, so the recommendations contained in this Plan will have to be reviewed in the light of a constantly changing fiscal environment. Significant reductions in the University's revenues will delay or impede the implementation of some recommendations. In other instances an expanded fundraising activity may be necessary.

The fiscal environment already demands flexible and timely action, and these demands will escalate in the coming years. Given these circumstances, the University of Victoria must enhance its ability to respond directly and effectively to opportunities and challenges, while continuing to exercise the patient democratic processes that distinguish our history. The University should institutionalize strategic thinking and the setting of priorities by creating a Planning and Priorities Committee. This broadly representative body would promote and monitor the implementation of the Strategic Plan and advise the President on operational and long-term priorities. (See Recommendation 18, page 6)

While the on-going task of promoting and prioritizing the many elements of the Strategic Plan must be a primary task of the President and the Planning and Priorities Committee, we have considered and identified elements of the Plan that might well be pursued even in the face of major fiscal difficulties.

Particular recommendations in each Section of the Plan are highlighted, by boldface, for early consideration and implementation even as we work through a period of serious fiscal restraint.

B. UNDERGRADUATE LEARNING AND TEACHING

The University of Victoria has a long-standing commitment to excellence in undergraduate learning and teaching. At this time, we must ensure that our students have available to them programs that will prepare them for life and work in the next century. We must find ways and means to maintain and enhance the quality of teaching and the support that we provide for learning. We must also give significant attention to other ways of promoting the success of our undergraduate students.

There is value in defining the essential and generic goals of an undergraduate education. The thorough knowledge of at least one academic discipline is a necessary but by no means sufficient condition of a good undergraduate education. To that requirement of knowledge must be added a wide array of specific skills, capacities, and habits of mind that students must develop. They might be illustrated as follows:

- capacities of critical analysis, creative imagination, interpretation, and problem-solving
- ability to speak and write clearly and effectively
- ability to think and act independently
- ability to integrate information from a variety of sources and disciplines
- ability to learn and work sympathetically in collaboration with others
- commitment to pursue life-long learning
- familiarity with computer technology and its uses
- ability to use information resources, both print and electronic
- acquisition of knowledge and understanding of Canadian and other cultures

Recommendation number 1 below addresses further the overall objectives of an undergraduate education at the University of Victoria; it also suggests ways to increase the coherence and value of our programs.

RECOMMENDATIONS

1. The University must protect and enhance the quality and effectiveness of undergraduate programs and curricula. In doing so, we must work to maintain a balance between the long-term integrity of programs and timely adaptations to contemporary needs.

This crucial strategic issue is perhaps the most significant challenge we will face over the coming decade, and the following steps are identified as some of the ways to meet that challenge.

a. The University should define the essential and generic goals of an undergraduate education at the University of Victoria and, in light of those goals, regularly review degree and program requirements, including quinquennial reviews of all programs.

b. Each Faculty should address the desirability and the feasibility of introducing core curricula, for example, at the first-year level, with such curricula having an interdisciplinary base.

c. Existing interdisciplinary programs should be strengthened and more such programs developed, including inter-faculty programs. The desirability of a new organizational structure for interdisciplinary programs should be investigated. Such structure must incorporate particular strengths of participating disciplines as well as flexibly support informal arrangements as they emerge.

d. The responsibility for literacy in the undergraduate curriculum must be expanded to involve individual disciplines. Specific courses within programs should be identified as "writing courses", with the completion of a specified number of such courses a requirement for graduation.

Assessment of the costs and the mechanisms necessary for developing such programs should be a matter of high priority.

e. Opportunities should be identified for further expansion of cooperative education programs, internships, practica, and similar activities in all Faculties.

f. Existing programs and courses should be reviewed and, where appropriate, modified to reflect more fully the scholarship of women, and other designated groups, in order to provide a fuller understanding of our world.

g. Undergraduate programs and courses should be reviewed and, where appropriate and feasible, modified to require a research, creative, or performance component. Examples include an increased use of thesis projects, participation in laboratory research with academic staff, and public concerts.

2. The University must commit itself to enhancing the quality of undergraduate teaching on a continuing basis through the next decade. The following are some measures towards the accomplishment of that purpose.

- a. Develop existing formal measures for evaluating teaching effectiveness as a central component in all decisions relating to tenure, promotion, and salaries of University of Victoria academic staff. The University's Tenure Document and Salary Policy must be revised in more precise terms to reward effective teaching in its necessary relationships to research and service. Likewise, formal evaluation must acknowledge the various sites of teaching in and out of the formal classroom.
- b. Ensure that at all levels of the undergraduate curriculum a significant number of courses is taught by professors engaged in research activities and that all faculty members over time contribute equitably to the teaching of undergraduates.

c. Increase support for the Learning and Teaching Centre in offering programs in instructional development for all academic staff and in sponsoring innovative projects and initiatives, including those which incorporate new educational technologies.

d. Increase and improve mechanisms for identifying, encouraging, and rewarding excellent teaching in relation to effective learning. Formal teaching awards in all faculties and at the University level should be developed to honour excellent teaching and to augment the Alumni Teaching Awards.

3. The University should give due attention to the success of our undergraduate students, both during and after their time as students, as an important strategic issue. The following are some steps to promote that success.

- a. Investigate new approaches to the creative scheduling of courses and programs over the day, week, and year, and increase accessibility and flexibility for all students by diversifying program delivery methods in terms of both time and place.
- b. Review existing undergraduate admission criteria and requirements for all Faculties to ensure that they are appropriate for students who will graduate in the twenty-first century.

- c. Increase the recruitment of outstanding students while recognizing the responsibility to students of all abilities admitted to the University.
- d. Improve accessibility for students in need by identifying additional forms of financial support for them.

- e. Develop mechanisms and practices to increase the number of students from under-represented groups, including First Nations Peoples, to make the University more accessible and more supportive. Particular attention should be paid to appropriate classroom environments and meeting spaces.

4. A standing committee on Student Support Services, for both undergraduate and graduate students, co-chaired by the Vice-Presidents Academic and Finance and Operations, should be established, with the mandate to:

- a. Promote greater cooperation and integration between academic and non-academic units in providing academic support services to students and develop more effective mechanisms of consultation, communication, and liaison;

- b. Enhance existing arrangements for academic advising at the appropriate levels (Department, School, Faculty) and ensure that students are informed about these arrangements;

- c. Develop approaches to enhance students' computer literacy and cost-effective access to information systems;

- d. Address the need for funding to maintain, update, and replace the teaching and learning equipment base, both for information technology and for other forms of equipment;

- e. Find alternative resources to expand the respective activities of the Student Employment Centre and Counselling Services in providing employment information, career-search strategies, and career counselling at various stages in a student's university years, early and later.

5. The University should give greater prominence to teaching and learning in University governance.

C. GRADUATE STUDIES

The past decade has seen extraordinary growth in graduate studies at the University of Victoria. That growth is evident in the increased numbers of graduate students: from 702 in 1985-86 to 1620 full-time equivalent students in 1994-95, an increase of 131%, and from 8% of total enrolment in 1985-86 to 14% in 1994-95. That growth is also evident in the increased range and depth of magistral and doctoral programs, including the new programs that have been introduced by the Faculties of Business, Engineering, and Human and Social Development.

Graduate students are central to the intellectual life and work of any University, their contributions essential to its research and teaching programs. They and the programs in which they are enroled help to distinguish the University of Victoria from the large majority of other Canadian post-secondary institutions, and they are increasingly important to a society where the professions and disciplines are becoming more complex and demanding.

It is crucial to the continuing health and evolution of our University that we attend to our graduate programs and to the support of our graduate students in various ways. These range from the development of library resources, high standards of graduate teaching effectiveness, and increased fellowship support, to the provision of funds for conference travel and training in professional development.

RECOMMENDATIONS

6. The University must take steps to protect and enhance the quality, effectiveness, and attractiveness of graduate programs.

- a. The University should identify initiatives aimed at improving the effectiveness of teaching and supervision provided to graduate students. Teaching effectiveness in graduate seminars should be defined. Likewise, the duties of faculty supervisors in directed studies and in the design and direction of research leading to graduate theses should be defined by the nature of specific disciplines.

- b. The resources of the Learning and Teaching Centre, no less valuable at the graduate than at the undergraduate level, should be expanded to support initiatives that advance teaching effectiveness at the graduate level.

- c. The University, through its Faculties, Departments and Schools, should regularly (e.g., every five years) review degree and program requirements.

- d. The many dimensions of mentoring that promote the well-being of graduate students must be more clearly defined, endorsed by Faculty, and encouraged by the University.

- e. The University should identify and promote

mechanisms that allow graduate students to study and to do research across disciplinary lines, including the development of new interdisciplinary programs that incorporate the strengths of participating disciplines.

- f. The University should strengthen and increase its commitment to graduate cooperative education programs, including international opportunities.
- g. The University should explore and, where feasible, encourage new graduate initiatives and in addition should explore the use of technology in programs and courses for delivery both on-campus and off-campus.
- h. The University should actively pursue arrangements for collaboration with other institutions in graduate studies, including joint courses and degree programs, and in the sharing of specialized equipment and laboratories.

7. The University must attract outstanding graduate students and ensure that they are appropriately supported during their studies.

- a. The University should attempt as a long range goal to provide appropriate levels of financial support for students admitted to graduate programs. Accordingly, the University should give a high priority in its fundraising activities to providing for graduate fellowships and scholarships.
- b. The University should identify mechanisms to strengthen its recruitment of graduate students.
- c. The University should develop policies and means (e.g., research and thesis supervision, preferential housing, day care, and financial support) to enable graduate students to complete their degrees in a timely fashion.
- d. The University should continue to strengthen its support and training for graduate students who are engaged in undergraduate teaching. Current orientation activities should be expanded under the auspices of the Faculty of Graduate Studies, and Schools, Departments, and Faculties must take the responsibility for programmatically training, evaluating, and monitoring the teaching by graduate students.
- e. The University should recognize and promote the roles and contributions of graduate students in research including the development of programs and mechanisms for broader communication of their particular research activities and accomplishments.

D. RESEARCH

Universities are uniquely mandated in our society to carry out research and post-graduate studies. Indeed, much human knowledge has been contributed through research conducted at universities. Moreover, it is the linkage between research and teaching that distinguishes universities from research institutions where only research is conducted, and from colleges where the mandate is teaching.

A university encourages many kinds of scholarship, research, and creative activity, which we subsume under the general title of "research". Our research is motivated by a variety of intersecting forces: to satisfy intellectual curiosity, to improve the quality of life, to provide a critique of the human world and its operations, to advance technological or professional capacities, to exercise aesthetic faculties, and to expand the dimensions of knowledge. Benefits also vary greatly. Some are tangible, practical, and immediately applicable to contemporary needs; others are long-range and theoretical as part of continuing discourse about human behaviour and thought, the natural world, and cultural frames; others nourish the imagination and extend its reach. These benefits enrich our teaching and learning at all levels.

These benefits also enrich the communities outside the University that we serve. We must ensure that our research continues to flourish at the University of Victoria because our peers and society will judge us by the research that we produce. Accordingly, we must ensure that our research is not only outstanding but also well-communicated. Only then will we continue to attract talented researchers and students to the University. Since research and scholarship are major components of the responsibilities of faculty members, the University of Victoria must provide time and basic facilities to enable faculty to perform to the best of their ability.

Sources of support exist both outside and inside the University. External support of research at the University of Victoria has increased dramatically from \$3.5M in 1984 to \$25M in 1995, a sevenfold increase in a decade. Eight groups are associated with National Centres of Excellence, conducting research of the highest international standard and addressing areas of national priority. Twelve Senate-approved research centres and institutes have been established to promote multidisciplinary research. This momentum must be continued and increased if the University of Victoria wishes to stay in the mainstream of research activity.

While major funding for research must come from external sources, the University of Victoria can assist the acquisition of those funds by providing start-up assistance for priority initiatives such as projects or centres. At the same time, a healthy research environment must provide appropriate space and technology for varying research activities, adequate library resources, coordinated assistance in the search for external funds, adequate funding to support the participation of postgraduate students in research projects, and a coherent Plan and commitment for aiding research activities in disciplines with only limited access to external funding in spite of the valuable benefits of their research.

The time has come for the University of Victoria to establish the office of Vice-President for Research and thereby signal clearly how highly the University values research.

RECOMMENDATIONS

8. The University must promote both internal and public recognition and understanding of the importance of research at the University of Victoria. The following are some of the initiatives which should be taken.
 - a. Establish Research Awards to recognize individual researchers and help to raise the University's research profile.
 - b. Communicate the importance of the University of Victoria research activities and results, e.g. through such means as public lectures and non-credit courses to the various public constituencies of the Faculties and the Division of Continuing Studies.
 - c. Build upon Victoria's natural advantages, to increase the number of conferences and public lectures at the University of Victoria, with special efforts to make them broadly accessible.
 - d. Promote and recognize the role of graduate students in research by developing programs and mechanisms for broader communication of their particular research activities and accomplishments.
 - e. Find means for undergraduate students to have some exposure to or participation in research and an appreciation of its core importance to the University mission and their own scholarly development.
 - f. Assess the benefits and costs as the immediate first step in establishing the office of Vice-President for Research.
9. The University must ensure maximum opportunity for access to external research funding. The following are some examples of what should be done.
 - a. Promote and support research initiatives and

opportunities for which the University of Victoria has special strengths and advantages.

- b. Encourage appropriate collaboration, consultation, and other outside activities by faculty members, and recognize and reward these as potentially legitimate activities for promotion and tenure considerations. This will enhance the dissemination of research and underscore the University's recognition of its importance to society, as well as help to identify alternative sources of research funding and student support.
- c. Facilitate, through the various services provided by its Innovation and Development Corporation, both commercialization of research and the utilization by society of the intellectual and physical resources at the University of Victoria.

10. The University should make greater efforts to identify and acknowledge the particular research activities, needs, responsibilities, and achievements of individual faculty members. The following are some examples to be considered.

- a. Recognize excellence in achievement by the University of Victoria researchers through the development of a program of University Research Professorships.
- b. Direct University research funds to support the following: beginning researchers/scholars, new research projects, initiatives and collaborations, and scholarship in areas of special need.
- c. Develop means to assist faculty in the flexible allocation of time for research, teaching, and other responsibilities in ways that encourage productive interaction among these respective activities.

E. LIBRARY AND INFORMATION SYSTEMS

The University Libraries serve the entire community and their services are essential to both learning/teaching and research, a university's two main functions. The resources of the central MacPherson Library, along with its affiliated libraries and reading rooms around the campus, are important for all students. The research of most faculty members requires library resources, and the outside community demands access in an increasingly complex world.

The collections of books, journals, videotapes, films, and other media housed in the University of Victoria's Libraries have made crucial contributions to the University's success as a teaching and research institution. However, the University Libraries, along with other North American university libraries, are experiencing a most difficult time. The cost of books and journals has soared beyond the capacity of the university budget to keep up. At the same time a dramatically increased use of information technology has changed the daily operation of library systems and required the retraining of library staff and student users.

The MacPherson Library building was designed for a much smaller and less complex university. It is now too small to perform the many functions necessary for its greatly increased number of users. There is both a critical need to house an expanding collection of books and journals, and a need for acceptable study space for a steadily growing student population. The doubling of graduate enrollment in the past decade is only the most obvious evidence of increased student traffic in an outmoded and cramped building.

The University of Victoria Libraries approach the twenty-first century faced with three critical problems, the solution of which will require immediate and broadly based university support. The first is the problem of space, requiring major expansion of the University Libraries. The second problem is acquisition of books and materials, which to be adequate will require significantly increased funding. The third problem is caused by the rapid

growth in sophisticated information technology with its added financial burdens and demands made on trained library staff. As the scope of information available in both print and electronic form widens, librarians' skills are increasingly necessary in designing effective access to information and in guiding students to locate, select, and organize relevant information.

A simple but profound truth about the Libraries, which serve both the University and the broader community, is that the success of our teaching, learning and research is necessarily influenced by the health, well-being, foresight, and responsive evolution of the Libraries. We should continue to remind ourselves that a library must maintain a helpful and welcoming environment in which students of all ages can productively study, search, and learn.

RECOMMENDATIONS

11. The University must immediately address the urgent and growing space needs of the University Libraries. The following important steps must be taken.

- a. The University should define a clear plan and schedule for renovation/expansion/construction of the University Libraries. This Plan will take into account the optimum balance between buildings and technology, study space and other uses, acquisitions and electronic access, and centralized and distributed library services.
- b. This Plan should become the basis for a major Library fundraising initiative of the highest priority.

12. The University must address the consequences of shrinking library acquisitions in the past decades by adopting a variety of measures as follows.

- a. The Libraries' acquisitions budget must be enhanced.
- b. The Libraries must expand and develop collaborative arrangements with other western Canadian university libraries to share resources. In particular, the problems created by the excessive cost of journals in some disciplines must be examined in this regard.
- c. Library staff and representatives of various disciplines must work more closely together to establish more fully integrated planning related to acquisition of materials. Such planning within and between faculties, in consultation with library personnel, can coordinate acquisitions with both teaching and research needs.
- d. Faculties should accept the responsibility to coordinate the education of their members in adapting to the uses of new library and information technologies by enlisting the expertise of their own members as well as of trained library personnel.

13. The University must continuously respond to new technology that develops information systems and multiplies new learning opportunities for students, faculty and other users. Provision must be made to update professional librarians and other University staff in training users to access new information sources. Faculty members will also need to be trained in adapting these sources to teaching and research.

- a. Whenever feasible, information systems must be revised and expanded by new electronic technology that increases access for a variety of users.
- b. The University should assess demands on librarians in order to maximize the new opportunities without straining the Libraries' capabilities at current funding levels.

F. INTERNATIONAL AND INTERCULTURAL ACTIVITIES

As world populations grow, so will the demand for university places by students seeking international access. These are not just opportunities, but responsibilities, for universities in Canada and other developed countries. More than ever, university education will include the necessity for study and travel abroad, language training, cross-cultural studies, and interdisciplinary and international approaches and initiatives. The Government of Canada is increasing support for international academic and student mobility, institutional exchanges, and international research and development networks, and has identified cultural exchange as a high priority in foreign policy. The University of Victoria must take a strategic approach to these opportunities and obligations.

The University of Victoria is situated in a region with a rich aboriginal heritage where immigration from throughout Europe and Asia has created a truly multicultural and international society. In coming years the University community will be much more diverse and our graduates will enter social, economic and academic situations where their activities will be subject more and more to international and intercultural influences and challenges. It will be essential to ensure that the institutional infrastructure is adequate to support these growing levels of activity and increasing diversity, and to respond to the challenges of a more diverse Canadian society and an interdependent world.

RECOMMENDATIONS

14. The University of Victoria must take steps to ensure and support the engagement of faculty, students, and the institution as a whole in the international arena of education and research and the increasing cultural diversity on campus. The following are some steps which should be taken.

- a. Secure resources to establish a University International Office. This office would have a broad mandate to coordinate and facilitate the University of Victoria international activities elsewhere as well as on the University campus. This mandate would include the activities in subsections b-i, which follow below.
- b. Expand the international delivery of the University of Victoria courses and programs, both credit and non-credit, but in all instances with due consideration to cultural, ethical, and political implications of a University of Victoria presence in international settings.
- c. Promote internationalization of the University curriculum through courses and programs in foreign languages and other international studies, and where appropriate through the integration of international and intercultural materials in regular courses and programs as well as recruitment of new faculty.

- d. Increase the number of University of Victoria students abroad and of international students at the University of Victoria, particularly students from developing nations, through such means as student exchange agreements, overseas recruitment, increased flexibility in admission policies, and expanded external support.

- e. Facilitate international scholarly and professional activity through faculty and staff exchange programs and other collaborative initiatives.

- f. Promote cross-cultural awareness through such means as cultural and educational events, programs, and workshops that develop sensitivity to differing world views and practices.

- g. Foster community support for internationalization through host family programs, liaisons with business and multicultural groups, public addresses by

international speakers, media commentary by members of the University, and visitation programs in which international members of the University speak to schools and other organizations off-campus.

- h. Develop the University International Office to coordinate services available to international students through Student and Ancillary Services, University Housing, and the Faculty of Graduate Studies. The mandate of this office should include help, advice, and, where appropriate, advocacy provided for international students.
- i. Encourage and support interdisciplinary research and assistance projects in developing nations. Such projects should involve student participation leading to degrees for University of Victoria students from both Canada and the host nations.

G. AN EQUITABLE WORKING AND LEARNING ENVIRONMENT

Equity was identified early on as a critical component of the Strategic Plan. It is an important social and legal responsibility of the University. Increasing diversity among faculty, staff, and students is being felt in many different ways, in both the academic pursuits of faculty and students and in the many different demands and pressures on non-academic staff. These changes result in both an enriched environment as well as clashes of cultures and traditions, values and expectations.

The essence of equity as a strategic issue is that the University must ensure that our students and employees are treated with fairness and respect in a non-discriminatory environment. Our students must have opportunity for an education with cultural diversity and inclusive participation, a curriculum and pedagogy with a wide range of perspectives, experiences and values. We want our faculty, staff, and students to contribute and participate actively in decision-making and governance, with particular accommodation of their legitimate interests. Success in these objectives will depend on individual understanding and responsibility, tolerance and sensitivity, education and personal development. It will also require an institutional commitment to promote, provide, and protect a positive, supportive, and safe learning and working environment.

RECOMMENDATIONS

15. The University must ensure an equitable and respectful working and learning environment. The following are some of the initiatives needed to achieve that objective.

- a. Promote the University of Victoria Employment Equity Policy by providing incentives, opportunities, and initiatives, as well as methods for measuring progress towards stated goals of the policy.
- b. Continue reviews of University of Victoria hiring procedures, to ensure that they do not discriminate against members of the University community or compromise standards of excellence.
- c. Provide opportunities to improve awareness of legal, social, and ethical responsibilities with regard to equity, including educational workshops and other events on a regular basis, as well as a variety of informative print material for campus-wide distribution.

16. In order for the University to promote an inclusive learning and teaching environment.

- a. All academic and administrative units should be required to implement the University's Equity Policy, and they should take steps to ensure that members of under-represented groups feel welcome and have adequate support while at the University of Victoria;
- b. Academic units should ensure that courses, program requirements, and the organization of programs and seminars reflect the diversity of a contemporary university, while

preserving the standards of academic excellence.

17. The University must give attention to faculty and staff working relationships and needs, including the labour relations environment, and training and development needs, to ensure an environment which permits them to maximize their contribution to and derive personal satisfaction from advancing the University of Victoria's mission. The following are some important steps in that direction.

- a. Encourage University employees to challenge and improve procedures by giving institutional credit and recognition for their own particular innovations, contributions, and suggestions, whether in research, teaching, administrative projects, or campus services.
- b. Improve methods of reviewing performance, with the opportunity for individuals to discuss, in a planned way, career objectives and areas of emphasis, to plan steps to develop and exploit personal strengths and overcome weaknesses, to identify impediments to improved performance, and to recognize day-to-day successes and accomplishments.
- c. Continue to advance the job evaluation process and, through negotiations with employee groups, seek to recognize and acknowledge the contributions of different groups and individuals.
- d. Improve orientation and mentoring programs for new employees, both faculty and staff, through better introduction to policies, procedures, and the University of Victoria community and culture.
- e. Hold an annual Professional Development Day for faculty and staff to highlight the benefits and opportunities for both personal and professional development.
- f. Encourage an accommodation of inter-disciplinary transfers, cross-training, flex-time, secondments, job rotation, study abroad, part-time appointments, child care, and other means for generally increased flexibility to permit staff to develop and contribute more fully throughout their careers.

H. GOVERNANCE, DECISION-MAKING AND COMMUNICATIONS

The time has arrived at the University of Victoria for us to review the ways we make decisions and govern ourselves. On one hand, we all expect to be involved in decisions which affect us. Participation is increasingly a criterion we use to gauge the legitimacy of decision- and policy-making processes. The University's culture places a high value on decentralization and democracy.

On the other hand, participation takes time, and standards for excellence in both teaching and research activities make heavy demands on us all. While preserving the democratic spirit that distinguishes our practice, we must welcome the formal changes that can clarify, simplify, and advance the ways we make decisions, set priorities, and respond to challenges. We must establish paths to consensus that avoid unnecessary impediments, but remain responsive to different and often conflicting views.

Our academic autonomy is being challenged increasingly by demands that we be more demonstrably accountable and responsive. The challenge is to meet these demands through clear communication and effective decision-making without sacrificing the patience, thoughtfulness, and rigorous inquiry of our democratic spirit.

A workable, broadly representative body is now necessary to advance strategic decisions and to ensure ongoing review and amendment of strategic directions, to ensure that strategic thinking becomes

integral in our democratic culture at the University. It is also necessary that, particularly in times of mounting demands but fewer resources, we enhance the workability and effectiveness in all of our activities, not least those related to University governance.

RECOMMENDATIONS

18. The University should institutionalize strategic thinking and the setting of priorities by creating a standing broad-based Planning and Priorities Committee with a majority of faculty members. This committee would both promote and monitor the implementation of the Strategic Plan and advise the President on resource allocations and or both operational and long-term priorities. (See Appendix for details.)
19. Improve the effectiveness and efficiency of committees through an assessment of:
 - a. Their mandates and structures as well as the time commitments and resources required;
 - b. Alternative methods of representation and communication, e.g. devolution of responsibilities from Senate to Faculties, use of electronic bulletin boards and teleconferencing;
 - c. Incentives and rewards for people to serve on committees, particularly for faculty members who assume administrative roles which, although voluntary, carry serious responsibilities.
20. Raise the profile and accountability of, and promote participation on, University standing committees through, for example:
 - a. Providing an inventory and publication of committee memberships, with annual reports from each University committee made widely available, with their actions and outcomes clearly identified;
 - b. Assisting members and chairs in improving committee performance through their participation with other University administrators and experts in educational workshops and seminars, in such areas as University policies and procedures, conflict management, human rights, decision-making, meeting skills, time management, and computer literacy.
21. Improve the accessibility and flexibility of administrative and academic information systems in order to streamline administrative processes, eliminate duplication, improve flexibility, and provide more timely and accurate information.

I. ALUMNI AND EXTERNAL RELATIONS

The initiatives and recommendations identified above are necessarily focused on University activities — what we do and how we do it. That focus does not diminish the fact that our chances for success will be greatly enhanced in an environment where the University and its mission are well understood and supported in the off-campus community. That community is complex, with diverse constituencies including government, taxpayers, alumni, donors, business and industry, First Nations Peoples, ethnic communities, cultural organizations, the primary/secondary school system, parents, sponsors, and employers, as well as our students in their role as future alumni. Building upon our successes, e.g. with student recruitment and fundraising, we must give greater attention to all of those constituencies, with good external communications and new initiatives, approaches, and partnerships, particularly with our alumni and friends.

RECOMMENDATIONS

22. The University must strengthen its relationship with the Alumni Association, including the recognition of students from their first year on as future alumni, through the following measures:

- a. Partnerships, programs, and events between alumni and student organizations, both on-campus and off;
- b. Alumni branches, facilitating life-long relationships through academic, professional, and personal development and learning, as well as participation in other University of Victoria events and activities;
- c. Networks of international alumni who will be critical to the University's international and intercultural objectives.

23. Expand our external relationships, both in number and in nature, both to increase public familiarity with and understanding of the University of Victoria, and vice-versa, through:

- a. Teaching, research and other partnerships with business, industry, government, other educational institutions, donors, and other individuals;
- b. Partnerships with First Nations Peoples in order to develop programs relevant to their particular needs, to enhance our recruitment of First Nations students, and to provide support systems to promote their success;
- c. Engagement of Co-op and other employers as student mentors and a valuable resource for both strengthening and evaluating the effectiveness of particular programmes;
- d. Strategies to optimize the success and effectiveness of events such as Open Houses to welcome alumni, future students, other educators, and the general public to the University.

J. ENVIRONMENTAL RESPONSIBILITY

Concerns about the effect of humans on the biophysical environment have been expressed globally and nationally, through the development of the United Nations' Agenda 21, and the international agreements for which Canada is signatory, addressing Climate Change, Forests, and Biological Diversity. The University of Victoria recognizes and supports these initiatives, and through its research and teaching activities is helping to increase and communicate knowledge that will help to alleviate environmental deterioration.

Universities should play a leading role in instigating and facilitating societal change and in reducing human impacts on the environment. All aspects of universities should reflect environmental concerns, including their location, design, policies and practices, educational programs, research undertakings, and the built environment. It is important that the University of Victoria take specific steps which relate to environmental issues in their own right.

RECOMMENDATIONS

24. The University's commitment to environmental responsibility must be manifested in its teaching and curricula, research, and operational activities. Some of the following are important initiatives to be taken:
 - a. Encourage the inclusion in curricula of material and approaches which promote environmental awareness and understanding in all University of Victoria students;
 - b. Review the many activities at the University of Victoria which relate to environmental quality, to establish a set of environmental policies that are consistent with principles of environmental responsibility at local, national, and international levels;
 - c. Take specific measures to enhance the University of Victoria faculty and graduate student access to the growing opportunities and needs in environmental research;
 - d. Provide suitable awards to recognize particular examples of environmental advancement or innovation, in each of teaching, research, and operations.

APPENDIX

PLANNING AND PRIORITIES COMMITTEE

The University of Victoria Planning and Priorities Committee is intended to advise the President regularly on matters related to the UVic Strategic Plan and its implementation, including setting annual priorities for program initiatives and resource allocations.

Draft Terms of Reference

1. The Planning and Priorities Committee will consult with the Vice Presidents, Deans, Administrative Directors, the Senate, and UVic bodies to assist with implementing the recommendations in the Strategic Plan.
2. At least annually, the Committee will make recommendations to the President on the priorities and resource allocations for new and continuing academic and non-academic programs.
3. At least bi-annually, the Committee will make recommendations for updating the UVic Strategic Plan, taking into account changing University and Faculty priorities as well as relevant external factors.
4. Annually, the Committee will assess and report progress towards implementing recommendations included in the Strategic Plan.

The Committee will include fifteen members as follows:

- the President (ex officio) will chair the committee and vote only in the case of a tie;
- the Vice-President Academic and Provost (ex officio);
- the Vice-President Finance and Operations (ex officio);
- the Chair, Senate Committee on University Budget (ex officio);
- one faculty member elected from the Senate Committee on Planning by the members of the Senate;
- six faculty members selected by the Senate Committee on Committees from a list of faculty submitted by the Deans' Council;
- two students senators, selected by the Senate Committee on Committees and serving for one year terms.
- two non-academic staff members chosen by the President and Vice Presidents from a list of persons submitted by the Senior Administrative Officers.

Members of the Board of Governors (other than the President), Associate Vice-Presidents, Deans, Associate Deans, and Senior Administrative Officers are not eligible for this committee.

The Committee can call upon additional non-voting academic and non-academic staff as needed to assist in its deliberations.

Membership on the Committee will normally be for a term of three years, excepting the President, other ex officio members, and the two student members. Initially, memberships will be staggered so that four faculty members are selected for two-year terms and four for three-year terms. The two non-academic staff members will be chosen for initial terms of two and three years.

Reporting Relationships

The Planning and Priorities Committee will report at least annually, through the Chair of the Senate Committee on University Budget, to the Senate.

SUPPLEMENTARY MATERIAL

1. UNIVERSITY OF VICTORIA SOURCE MATERIALS

1. UVic Trends (Alan Wilson, Esther Hart, Gordon Elliott, Institutional Analysis)
2. Environmental Scan (E. Brian Tinker, Alan Wilson, Esther Hart, Institutional Analysis)
3. Report of the President's Ad Hoc Committee on International Activities, UVic. (J. Schofield, Chair)
4. Report of the President's Task Force on Student Support Services, UVic. (J. Schofield, Chair)
5. University of Victoria's Compliance Review Report (1993) (S. Devine)
6. Report of the University of Victoria Task Force on Teaching (T. Cleary, Chair)
7. President's Advisory Committee on Computing Services (D.M. Miller, Chair, Second Progress Report, June 21, 1995)
8. Ad Hoc Committee on Training and Development Policy and Plan, UVic. (S. Scully, Chair)
9. Discussion Papers prepared by the Strategic Planning Task Force on:
 - (a) Access, Composition and Size
 - (b) Governance, Decision-Making and Communications
 - (c) Adapting Teaching and Learning at UVic While Preserving and Enhancing the Undergraduate and Graduate Learning Experience
 - (d) Diversification of Funding
 - (e) Research: The Challenge of Change
 - (f) International Activities and UVic
10. Library Development Committee, Submission December 18, 1995 (P. Grant, Chair)

Other University of Victoria reports/papers as well as extensive literature on strategic planning are available on request from the Office of the President.

2. TERMS OF REFERENCE

In April, 1994 the University Senate and Board of Governors endorsed the following terms of reference for the Strategic Planning Task Force:

MEMORANDUM University of Victoria

Office of the President and Vice-Chancellor

DATE: April 20, 1994

TO: Members of the Senate and Board of Governors

FROM: Dr. David Strong President and Vice-Chancellor

RE: Strategic Planning

There appears to be virtual unanimity among members of the Board of Governors and the Senate that we urgently need to define for the University of Victoria a Strategic Plan and an on-going process for implementing change and annually updating the Strategic Plan. It was clearly the consensus at the joint Senate-Board Retreat in February of this year. The need has also been clearly voiced in several meetings that the Provost and I had with the Faculties during the fall over the draft Mission Statement.

Accordingly, I propose to appoint a Strategic Planning Task Force to begin work immediately. Its charge will be a comprehensive one: to consider the development of UVic over the next ten years, to identify the strategic choices and initiatives during that period, and ultimately to make recommendations respecting the Strategic Plan and the on-going planning process to the Senate and the Board.

The Task Force will take under consideration the draft Mission Statement and recommend to the Senate and the Board a final draft of that Statement together with a Strategic Plan.

The Task Force will consider within its framework the planning documents produced by academic and support units within the last five years and the following reports: the Task Force on Teaching, the ad hoc Committee on International Activities, the Task Force on Student Support Services, and the ad hoc Committee on Training and Development.

The Task Force will, at an early stage in its deliberations, outline for the University community how it proposes to proceed. It is essential that the process be open and consultative from the outset, and that all bodies and groups on campus have appropriate opportunities to set out their views for the Task Force. It is likely that an early action on the part of the Task Force will be an initial report on the issues that it has identified for consideration and on which it will be seeking University-wide reaction.

The Task Force will have the following voting membership:

- 1 President (Chair)
- 1 Dean
- 2 Staff Members
- 2 Students
(President of GSS, Chairperson of UVSS)
- 3 Faculty Members
- 1 Vice-President Finance and Operations
- 1 Provost (Vice-Chair)
- 1 University Secretary (Committee Secretary)

The Task Force will be assisted in its work by three or four individuals who will be available to do much of the time-consuming preparatory and investigative work.

The Task Force will have as a deadline for its final draft Report 31 January 1995. It will be encouraged to issue interim draft reports on individual issues to seek reactions and comments. The final draft Report could be the subject for the Spring 1995 Retreat of the Board and the Senate. The Senate Committee on Planning will consider the final Report and make recommendations on it to the Senate.

This is a most significant initiative for the University at this stage in its development. I earnestly hope that it will have your support at this time and as the Task Force goes about its work and seeks the input of the University community.

Note: A member of the Board of Governors was added after this memorandum was distributed.

3. THE STRATEGIC PLANNING PROCESS

Fifty-five two-hour meetings of the Task Force were held during the period from June 13, 1994 to March 27, 1996. Three full-day retreats were also held during that period, with Mr. K. A. "Sandy" MacIver serving as facilitator. Fifteen meetings were held with focus groups of about a dozen people with a mix of students, staff, and faculty, with Mr. MacIver facilitating each. In the early stages of the process, thirteen strategic issues were tentatively identified by the Task Force, and circulated throughout the campus in the form of a questionnaire. Responses were received from 177 students, 163 staff and 152 faculty, with "teaching and learning" having the highest overall ranking. Discussion papers were prepared for six of these issues, with the remainder (e.g. funding, equipment, harmony and equity, environmental responsibility) considered to be "cross-cutting" issues which were basic to each of the six. Two "town hall" meetings were then held, with participants responding to campus-wide invitations, with a day of discussion groups focusing on the issue papers. The issue papers were also the subject for discussion at the Board-Senate Retreat in February, 1995. These issue papers and the feedback received then formed the basis of the discussions leading to a progress report which was discussed at the Board-Senate Retreat of February 1996. Those discussions were taken into account for preparation of this Plan.

APPENDIX

4. TASK FORCE MEMBERSHIP AND PARTICIPANTS

The following were members of the Task Force:

- 1 President (Chair): David Strong
- 1 Dean: Jim McDavid, Faculty of HSD
- 2 Staff Members: Jill Tate, Physical Education
Robert Worth, Accounting
- 2 Students: Jeremy Mannall-Fretwell,
President GSS
Tina Walker, Chair UVSS
- 3 Faculty Members: Reg Mitchell, Chemistry
Lynda Gammon, Visual Arts
Nancy Turner, Environmental Studies
- 1 Vice-President Finance & Operations: Don Rowlatt
- 1 Provost (Vice-Chair): Sam Scully
- 1 University Secretary: Sheila Sheldon Collyer
- 1 Member of Board of Governors:
Mary-Wynne Ashford,
pre-July 1, 1995
David Ferne, post-July 1, 1995

The Task Force was assisted in its work by Dr. Brian Tinker (former Vice-President Administration, University of Calgary), Ms. Beth Watton (Assistant to the Task Force, Faculty of Arts and Science), and Mr. Alan Wilson (Institutional Analysis).

The following individuals participated in focus groups and/or made submissions:

- Mr. Mark Anderson
Professor Jim Anglin
Ms. Carole Augereau
Dr. Joan Bachus
Dr. Chris Barnes
Ms. Lillian Bayne
Dr. Janet Bavelas
Ms. Janice Bennett
Mr. Allan Berezny
Mr. Ian Blazey
Ms. Pat Blondé
Dr. Cornelia Bohne
Dr. Graham Branton
Ms. Marg Buckland
Dr. Claire Carlin
- Dr. Neena Chappell
Mr. Colin Chasteauneuf
- Ms. Jessie Churcher
Mr. Tom Clarke
Dr. Thomas Cleary
Ms. Jane Collins
Ms. Michelle Connolly
Ms. Brenda Constanzo
Mr. Lucas Corwin
Dr. Harold Coward
Society
Ms. Hilda Dahl
Dr. Charles Daniels
Dr. Roger Davidson
Ms. Joy Davis
Ms. Sheila Devine
Dr. Larry Devlin
Mr. Norman Dolan
Ms. Linda Dryden
Dr. Lily Dyson
- Dr. Byron Ehle
Mr. Alan Elder
Dr. Andy Farquharson
Mr. Zen Faulkes
Dr. Roy Ferguson
Mr. Benjamin Forward
- Dr. Jeff Foss
Mr. Joel Freedman
Ms. Cecilia Freeman-Ward
Dr. Gordon Fulton
Dr. Nicholas Galichenko
- Department of Theatre
School of Child & Youth Care
School of Earth & Ocean Sciences
School of Music
School of Earth & Ocean Sciences
BC Ministry of Health/Seniors
Department of Psychology
Accounting Services
University Development Office
Department of Chemistry
School of Nursing
Department of Chemistry
Cooperative Education
Department of Mechanical Engineering
Department of French Language & Literature
Centre on Aging
Department of Communication & Social Foundations
Records Services
Department of Biology
Department of English
School of Business
Office of the Dean, HSD
Department of Biology
Box C, Begbie Building
Centre for Studies on Religion & Private Citizen
Department of Philosophy
Department of Mathematics & Statistics
Continuing Studies
Equity Issues
Continuing Studies
School of Child & Youth Care
School of Nursing
Department of Psychological Foundations
Department of Computer Science
Sooke, B.C.
Learning & Teaching Centre
Department of Biology
School of Child & Youth Care
Department of Biochemistry & Microbiology
Department of Philosophy
UVSS, SUB
Office of the University Secretary
Department of English
Department of Slavonic Studies
- Dr. Christopher Garrett
Mr. Keith Glading
Mr. David Glen
Mr. John Gordon
Dr. Terry Gough
Mr. Nels Granewall
Ms. Vanessa Greebe
Ms. Johanne Grenier
Mr. James Griffith
Dr. Betty Hanley
Mr. James Hansen
Ms. Beth Hardy
Dr. Brian Harvey
Dr. Alan Hedley
Ms. Anne Heinl
Mr. Tim Henderson
Dr. Martin Hendy
Ms. Jackie Heslop
Ms. Grace Hopp
Dr. Edward Ishiguro
Mr. Don Jones
Ms. Carmel Jorgensen
Ms. Freda Kardish
Ms. April Katz
Mr. Michael Keating
Dr. Alexander Kirk
Mr. Pat Konkin
Ms. Krystal Larocque
Dr. Thomas Lawrence
Dr. Gordana Lazarevich
Ms. Jeanne Legare
Professor Hester Lessard
Dr. Kathryn Liscomb
Dr. Jack Littlepage
Ms. Debbie Longbottom
Professor Michael Longton
Mr. Don Lovell
Mr. Jason Luchies
Ms. Brishkai Lund
Dr. Alex McAuley
Mr. Wayne MacDonald
Ms. Karen McIvor
Mr. Dave McKercher
Ms. Morag MacNeil
Dr. Ian MacPherson
Ms. Jennifer Margison
Mr. Robert Martin
Ms. Trudy Martin
Dr. Michael Masson
Dr. Alastair Matheson
Dr. Robert Miers
Ms. Hedy Miller
Dr. Michael Miller
Dr. Anita Molzahn
Dr. Caroline Monahan
Ms. Lillian Money
Ms. Jeannine Moreau
Mr. Werner Muller-Clem
Dr. Joel Newman
Ms. Ann Nightingale
Mr. Peter Nyers
Dr. John Oleson
Dr. Keith Olson
Dr. John Osborne
Mr. Fred Oppel
Ms. Lisa Paquin
Mr. Joseph Parsons
Ms. Sandra Peacock
Dr. Alan Pence
Professor Lisa Philippis
Dr. Charles Picciotto
Dr. James Plant
Dr. Douglas Porteous
Ms. Michelle Randles
Dr. Frances Ricks
Ms. Colleen Riddell
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Department of Philosophy
Records Services
Department of Biology
Department of Chemistry
Student Financial Aid Services
Co-op Education Programs
School of Child & Youth Care
Student & Ancillary Services
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Graduate Students Society
Student Board Member
Senate Committee on Teaching & Learning
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Office of the Dean, Faculty of Fine Arts
Alumni Office
School of Physical Education
Department of English
Department of Psychology
Department of Biochemistry & Microbiology
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Faculty of Law
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Department of Biochemistry & Microbiology
Faculty of Graduate Studies
Department of English
Ms. Jennifer Margison
Mr. Robert Martin
Ms. Trudy Martin
Dr. Michael Masson
Dr. Alastair Matheson
Dr. Robert Miers
Ms. Hedy Miller
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Ms. Sandra Peacock
Dr. Alan Pence
Professor Lisa Philippis
Dr. Charles Picciotto
Dr. James Plant
Dr. Douglas Porteous
Ms. Michelle Randles
Dr. Frances Ricks
Ms. Colleen Riddell
- Professor Lyman Robinson
President Roseann Runte
Ms. Terry Russell
Dr. Christine St. Peter
Mr. Blaise Salmon
Ms. Joan Sandilands
Ms. Mary Sanseverino
Dr. Tom Sanders
Ms. May Sauder
Prof. Juliana Saxton
Dr. John Schofield
Dr. Danielle Shepherd
Ms. Janet Sheppard
Ms. Kerry Simmons
Dr. Ronald Skelton
Ms. Jennifer Spencer
Dr. Martin Smith
Dr. Brock Smith
Ms. Jennifer Stevens
Mr. Kirk Stinchcombe
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Mr. Phil Wakefield
Dr. Andrew Weaver
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Mr. Herbert Widdifield
Mr. Rhordon Wikramatileke
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Victoria, B.C.
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Language Centre
Department of History
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Office of the Vice President Academic
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Alumni Association
Advising Committee to the Learning & Teaching Centre
Co-op Advisory Council
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Department of Classics
Department of Economics
Department of English
Department of French Language & Literature
Department of History
Department of History in Art
Department of Linguistics
Department of Mathematics & Statistics
Department of Philosophy
Department of Psychology
Department of Slavonic Studies
Department of Sociology
Department of Women's Studies
Development & External Affairs
District of Peachland
Division of Continuing Studies
Faculty Association
Faculty of Education
Faculty of Graduate Studies
Faculty Women's Caucus
Graduate Students Society
Institute for Dispute Resolution
Library Development Committee
North Henderson Residents Association
Professional Staff Association
Senate Committee Libraries
Student & Ancillary Services

Submissions were also received from the following groups:

- Alumni Association
Advising Committee to the Learning & Teaching Centre
Co-op Advisory Council
Department of Biology
Department of Classics
Department of Economics
Department of English
Department of French Language & Literature
Department of History
Department of History in Art
Department of Linguistics
Department of Mathematics & Statistics
Department of Philosophy
Department of Psychology
Department of Slavonic Studies
Department of Sociology
Department of Women's Studies
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Faculty of Graduate Studies
Faculty Women's Caucus
Graduate Students Society
Institute for Dispute Resolution
Library Development Committee
North Henderson Residents Association
Professional Staff Association
Senate Committee Libraries
Student & Ancillary Services

Social worker, singer and garden architect honoured



Outspoken social worker, author and role-model honoured

At this weekend's Convocation, UVic will confer an honorary doctor of laws on Bridget Moran for her life-long commitment to social justice and dedication to First Nations history.

A gold-medal graduate of the University of Toronto, Moran began her career in social work in 1951 with the B.C. government, first in welfare offices in Haney, Salmon Arm and Vernon before settling in Prince George, and then as district supervisor of welfare services for a large section of the central interior.

Her career with the public service came to an end, however, in 1964 when the outspoken supporter of child welfare in B.C. was suspended by W.A.C. Bennett's government for her public criticism of welfare services.

"Her honesty and professional commitment to those who were most disadvantaged became a role model for others," says Barbara Whittington, director of the School of Social Work.

Although she was reinstated after her suspension, Moran was not provided with a job by the government. She eventually moved into hospital and educational work with the Prince George School District, then retired in 1989 after publishing her first book. *Stoney Creek Woman* received the B.C. Historical Federation's Lieutenant-Governor's Medal in 1989 and is now in its ninth printing. *Stoney Creek Woman* and other books by Moran are read in high schools, colleges and universities and open learning institutes across Canada. Moran now lectures and gives workshops.



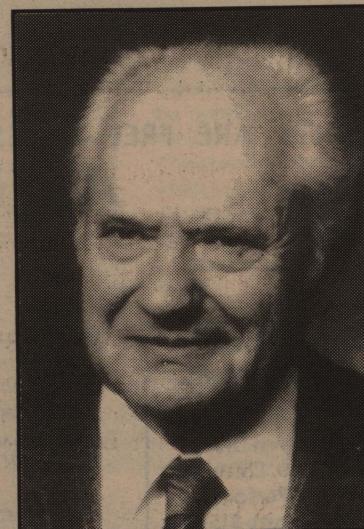
Canadian rising star honoured

Victoria native Richard Margison will receive an honorary doctor of music. Now a much sought-after tenor with a world-wide reputation, Margison was born and raised in Victoria and graduated from the Victoria Conservatory of Music. In his youth, Margison made extra money by playing guitar and singing in coffee houses around Victoria.

He will perform at the Convocation ceremony Nov. 30 at 2:00 p.m.

Margison began his career with appearances with the leading opera companies in Canada including the Canadian Opera Company, Vancouver Opera, Calgary Opera, National Arts Centre, L'Opéra de Montréal, Edmonton Opera and Manitoba Opera. He made his European debut in 1989 at the National Opera in London as Riccardo in *The Masked Ball* and a year later performed for the first time in the U.S. in the title role in Gounod's *Faust* with the Houston Opera. He debuted at the Metropolitan Opera in New York in 1995 as Pinkerton in *Madame Butterfly*. This year he will perform in Chicago, Brussels, Seattle, San Diego and Munich. Margison, who now makes his home in Toronto, also appears frequently as soloist with orchestras and recordings.

He has received critical acclaim around the world. *The London Times* called his Don Jose "fresh and athletic...with a thrilling heroic delivery" and *The Los Angeles Times* exclaimed with pleasure, "At last, another tenor."



Finnerty Gardens pioneer honoured posthumously

Dr. Herman Vaartnou will receive a posthumous honorary doctor of laws at UVic's Fall Convocation. Vaartnou was a key architect of UVic's Finnerty Gardens.

A native of Estonia, he escaped to Sweden during the Second World War where he studied and received a bachelor of science degree in agriculture. He and his wife, Hella, moved to B.C. in 1950 and he worked first as a laboratory assistant at UBC, then as supervisor of UBC's grounds. In 1966, he completed a PhD in plant ecology and taxonomy from Oregon State University.

Vaartnou developed a keen interest in rhododendrons and began propagating and collecting species and hybrid rhododendrons, creating and registering more than 50 new varieties. He brought this expertise to UVic's Finnerty Gardens where he was involved with the planning of phase two of the Gardens, the area outside the Ring Road.

"The Gardens are the home to many of the plants he propagated. He always had the ability to look at the long picture, and some of the vistas in the Gardens are the result of his vision...many of our gardens are more beautiful because [of him]," says Dr. Betty Kennedy, president of the University Finnerty Garden Friends.

Vaartnou died in July at the age of 79. His son, Peter, will accept the honorary degree on his father's behalf.

High profile for UVic on Royal Commission

The long-awaited \$58 million Royal Commission on Aboriginal Peoples (RCAP) released its five-volume report Nov. 21. UVic had a strong presence on the commission and in writing the report.

Dr. Gerald Taiaiake Alfred (Public Administration) wrote a chapter on Mohawk self-government. Alfred, a Mohawk from Kahnawake, Quebec, recently joined the school as chair of the Administration of Aboriginal Governments Program. **Dr. Frank Cassidy**, also with public administration, was a senior research associate with the commission involved with Aboriginal governance. **Dr. Jim Tully**, chair of political science, was an advisor to the commission and helped write a chapter on the new relationship between Aboriginal peoples and Canadians. **Peter Meekison**, a visiting professor with the faculty of law, was a commissioner of the RCAP and was present at the release of the commission's findings in Ottawa.

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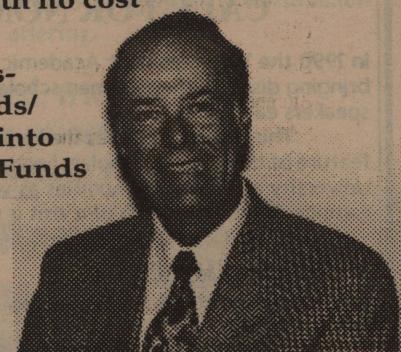
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ALL EVENTS ARE FREE UNLESS OTHERWISE INDICATED. SUBMISSION DEADLINE FOR THE NEXT ISSUE IS DEC. 6.

ATHLETICS EXHIBITIONS LECTURES MUSIC RECREATION THEATRE WORKSHOPS & CONFERENCES OTHER

Phoenix Theatre Performances

God's Country by Steven Dietz. November 29, and 30. Directed by Harvey M. Miller. Performances begin at 8:00 p.m. \$15 at Phoenix Theatre Box Office. Phoenix Theatre. Info. 721-8000.

Friday, November 29

W 9:30 a.m. & 12:30 p.m. *Resume 101: Your Skills Portfolio*. Workshop (Student Employment Centre). \$5 Campus Services Building 110. Info. 721-8419.

L 2:30 p.m. *The Interaction between Equipment and Labor Input*. Per Krussell, Rochester. (Economics). Cornett B335. Info. 721-8532.

O 2:30 p.m. *Aboriginality & Social Healing: Further Reflections on the Whapmagoostui Gatherings, 1993-95*. Department Colloquium. Dr. Naomi Adelson, Anthropology, York. (Anthropology). Cornett A129. Info. 721-7406.

O 3:00 p.m. *Genes in Normal and Abnormal Pigment Cell Formation in Xiphophorus*. Biology Dept. Seminar. Dr. Jurgen Vielkind, UBC. Cunningham 146. Info. 721-7107/7099.

A 6:15 p.m. *Women's Basketball*. vs. Lethbridge. \$3-\$6.50 McKinnon Gym. Info. 721-8406.

A 8:15 p.m. *Men's Basketball*. vs. Lethbridge. \$3-\$6.50 McKinnon Gym. Info. 721-8406.

Saturday, November 30

A 6:30 p.m. *Women's Basketball*. vs. Lethbridge. \$3-\$6.50 McKinnon Gym. Info. 721-8406.

M 8:00 p.m. *Handel - Israel in Egypt*. UVic Chorus & Orchestra conducted by János Sándor. \$6-\$10 at Univ. Centre box office. Farquhar Auditorium (Univ. Centre Auditorium). Info. 721-7903.

A 8:15 p.m. *Men's Basketball*. vs. Lethbridge. \$3-\$6.50 McKinnon Gym. Info. 721-8406.

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Friday, December 6

M 7:30 p.m. *Sing for a Lifetime Concert*. \$6 University Centre box office. Farquhar Auditorium (Univ. Centre Auditorium). Info. 386-6121

Saturday, December 7

O 8:00 p.m. *Banff Film Festival*. \$6/12 University Centre box office. Farquhar Auditorium (Univ. Centre Auditorium). Info. 386-6121

Sunday, December 8

O 7:00 p.m. *Banff Film Festival*. \$6/12 University Centre box office. Farquhar Auditorium (Univ. Centre Auditorium). Info. 386-6121

Wednesday, December 11

L 3:30 p.m. *Temporal-geographical Meltwater Influences on the North Atlantic Conveyor*. Gus Fanning, UVic. (School of Earth & Ocean Sciences). Cornett A120. Info. 721-8848

O 7:30 p.m. *RASC (Royal Astronomical Society of Canada) Meeting*. (RASC). Elliott 061

Thursday, December 12

W 10:30 a.m. *Job Search Strategies*. Workshop (Student Employment Centre). \$5 Campus Services Building 110. Info. 721-8419

W 1:00 p.m. *Resume Critique*. Workshop (Student Employment Centre). \$5 Campus Services Building 110. Info. 721-8419

Friday, December 13

W 9:30 a.m. & 12:30 p.m. *Resume 201: Putting it All Together*. Workshop (Student Employment Centre). \$5 Campus Services Building 110. Info. 721-8419

M 7:00 p.m. *African Children's Choir*. Tickets available at Interfaith Chaplains Office. (Interfaith Chaplains Office). Farquhar Auditorium (Univ. Centre Auditorium). Info. 721-8338

Saturday, December 14

M 7:30 p.m. *Arion Choir with Choir '61*. \$10 University Centre box office. Farquhar Auditorium (Univ. Centre Auditorium). Info. 386-6121

Sunday, December 15

M 2:00 p.m. *Civic Orchestra Concert*. \$6/12 University Centre box office. Farquhar Auditorium (Univ. Centre Auditorium). Info. 386-6121

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Sunday:	12:00 noon - 11:00 p.m.

CALL FOR NOMINATIONS FOR GUEST SPEAKERS

In 1990 the Vice-President Academic and Provost established the Women Scholars Lecture Series as a way of bringing distinguished women scholars to the University of Victoria. The Series usually sponsors three to four speakers each year.

This Series resembles the Lansdowne Lecture Series as to the pay/expenses structure. The distinguishing feature of the Women Scholars Lecture Series is that we ask the guest to give one public lecture suitable for the University and city communities as well as giving lecture/seminars within the appropriate academic units on campus. The usual length of a visit is three to five days.

NOMINATIONS

The Women Scholars Lecture Series Committee will accept nominations for guest speakers for the 1997/98 academic year.

Please supply a complete *curriculum vitae* as well as information about the proposed community lecture topic and participation within academic units. The proposing faculty member/department will be responsible for arranging most of the details for the speaker's visit, and will be expected to act as host. Applications that serve more than one constituency are particularly encouraged.

NOMINATION DEADLINE:
WEDNESDAY, 15 JANUARY 1997.

Send nominations to:
Chair, Women Scholars Lecture Series Committee
Office of the Vice-President Academic and Provost

RINGERS

Dr. Martha McMahon (Sociology) has won two major awards for her work *Engendering Motherhood: Identity and Self-Transformation in Women's Lives* (Guilford Press, 1995). McMahon received the book award for the sex and gender section of the American Sociological Association at the association's annual meetings in August. Funding from the offices of the Associate Vice-President Research and the Dean of Social Science and the Centre on Aging enabled McMahon to accept the award in person in New York. The association also judged the work to be the most important book published in the last three years and awarded it the 1996 Book Award for Distinguished Contribution to the Study of Sex and Gender.

Visiting assistant professor **Dr. Kate Frieson** (Pacific & Asian Studies) attended the Sixth ASEAN Young Leaders' Forum in Manila, the Philippines, Oct. 22-26 as the invited Canadian observer. The annual event brings together young (under 35) foreign affairs, military, and non-governmental representatives from the seven Association of Southeast Asian Nations countries to discuss aspects of foreign policy, develop contacts and deepen their understanding of the

region. Frieson drafted a report on the forum for the Joint Centre for Asia-Pacific Studies (York University and the University of Toronto), which funded her travel. The forum itself was funded by CIDA (the Canadian International Development Agency) and the ASEAN Institute for Strategic Studies.

UVic electrical and computer engineering graduate **Tony Nordstrom** has won the 1996 Institute of Electrical and Electronics Engineers (IEEE) Hackbush Award for the best paper by a university student. Nordstrom completed his BEng earlier this year. He won \$250 U.S. along with a chance to present his paper, "Power Inverter Design for Induction Heating Applications," at an IEEE sponsored conference. Nordstrom's award-winning paper was written as a final project report for the ELEC 499 technical project course under the supervision of Dr. A.K.S. Bhat.

Dean of Humanities **Ian MacPherson** (History) is the author of the book *Co-operative Principles for the 21st Century*, published in April by the International Co-operative Alliance. An internationally respected researcher

on—and participant in—the cooperative movement, MacPherson produced this statement on the cooperative identity in consultation with members of the cooperative movement around the world. The statement, including the definition and descriptions of the values and principles of a cooperative, was adopted at the 1995 congress and general assembly of the International Co-operative Alliance. The book will serve as a guide for cooperatives around the world, which serve approximately 750 million members.

Several faculty members in the Life-span Development and Aging Program in the Department of Psychology have been very active in producing books resulting from collaborations with scholars at other institutions. **Dr. Roger Dixon** and Dr. Lars Backman of the Karolinska Institute in Stockholm collaborated on a book published in 1995 by Lawrence Erlbaum Associates. The book is titled *Compensating for Psychological Deficits and Declines: Managing Losses and Promoting Gains*. **Dr. Nancy Galambos** is author, with Dr. John Conger, of the fifth edition of *Adolescence and Youth: Psychological Development in a Changing World*, published by Addison Wesley. Dr. Conger is former Dean of the University of Colorado School of Medicine. **Dr. Bonnie Leadbeater** and **Dr. Niobe Way** recently produced a book titled *Urban Girls: Resisting Stereotypes, Creating Identities*, which was published this year by New York University Press. Dr. Leadbeater is currently at Yale University and will officially join the life-span program in July 1997. Dr.

David Hultsch and **Dr. Roger Dixon** are authors of a forthcoming book titled *Memory Change in the Aged*, to be published by Cambridge University Press. Co-authors are Dr. Christopher Hertzog of the Georgia Institute of Technology and Dr. Brent Small, who is a recent graduate of the life-span program and is currently at the Karolinska Institute in Stockholm.

CLASSIFIEDS

Classified ad rates are \$10 for up to 25 words and \$.50 for each additional word. Ads will not be accepted by phone and must be delivered in writing, with cash payment, to UVic Public Relations and Information Services, University House 2. The advertising deadline is eight days before publication date. For more information, please call 721-7636.

HOST FAMILIES NEEDED to host 10-15 year old Korean students for homestay, January 5-26. Families able to accept 2 students preferred. Must provide transportation to and from UVic on weekdays. Remuneration provided. Contact Glen at 381-1094.

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What a difference a word makes ...

A typographical error which inserted a word into a letter in the Nov. 15 Ring changed the author's meaning. Dr. Charles Daniels (Philosophy) did not write "Worse yet, the subsequent efforts by administrators to insure that universities did not mirror society resulted in iniquitous discrimination," as published in *The Ring*. He did write "...efforts by administrators to insure that universities did mirror society resulted in iniquitous discrimination." — Ed.

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Respect “given and received” at camp

BY PATTY PITTS

The relationship between lawyers, police officers and Aboriginal people is frequently an edgy triad. But that didn't prevent UVic law student Ann Roberts from envisioning an opportunity to bring the three groups together for an exchange of ideas to build mutual understanding and respect. That opportunity occurred Nov. 1 to 3 when 24 UVic law students, five faculty members, including Dean of Law David Cohen, and 11 RCMP and municipal police officers gathered with

Tsartlip elders on their reserve at Brentwood Bay for an Aboriginal cultural awareness camp organized, primarily, by Roberts.

“It seemed to me that there was a great deal of healing going on,” said an obviously moved Roberts after attending the camp. “There was respect given and received by all parties.”

“The amount of learning that we did was far beyond what we expected,” says Law Dean David Cohen, who participated in the weekend. “By Sunday afternoon it was very clear that, although exhausted, we'd be changed by this permanently.”

While an undergraduate student at the University of Calgary, Roberts heard of a similar camp held by the Peigan and Siksika people of the Blackfoot Nation for members of the RCMP. After meeting Native Alberta RCMP officer Cpl. Harley Crowshoe as part of her research for a Canadian Studies course, she began thinking about how the camp concept might also benefit those who interpret the law.

She maintained contact with Crowshoe after transferring to UVic and, with his help and that of fellow law student Chris Pallan (a First Nations RCMP officer who is taking a break from his studies this term), Roberts began working on the logistics of holding a camp similar to the one held in Alberta. Bolstered by the “incredibly phenomenal” support she received from Crowshoe and RCMP headquarters in Ottawa and Vancouver, who also provided her with contacts within local police forces, Roberts recruited fellow law students and faculty members whose enthusiastic response created a waiting list. According to Roberts, there has been only praise for the exercise.

“I have not heard any negative comments,” says Roberts. “This definitely has to happen again. This has to be an annual event to keep the lines of communication open. The law students learned a lot from the RCMP and municipal police officers and came to appreciate what they deal with in their lives. Two police officers have offered to help me organize a second camp.”

The gradual blurring of traditional lines of defences occurred over two



Ann Roberts

“It seemed to me there was a great deal of healing going on.”

—Ann Roberts

nights spent camping out, dorm-style, in the Tsartlip cultural centre, hours spent in silence listening to Tsartlip elders share their personal and band history, and an afternoon spent sharing the rituals of the sweat lodge.

Cohen added the experience taught him, in a way that a conventional course couldn't, about “how wide and deep the cultural gap is between First Nations people and non-Native people in terms of how they learn and how they relate to one another.” He cited how participants did

not interrupt an elder's lengthy presentation with questions as a show of respect.

“If I had a student who didn't ask a question,” explains Cohen, “I might interpret that to mean a lack of attention or a lack of engagement.”

He also praised the camp for giving lawyers and would-be lawyers the opportunity to learn more about the police and their impressions of First Nations people.

“Some of the police commented that they'd never had the opportunity to interact with First Nations people about natural and regular life in their community. Instead, they'd only deal with each other when called to investigate a criminal offence. The camp gave the police the chance to talk to the Tsartlip chief about day-to-day things.”

Roberts remarked how the level of trust between the Tsartlip elders and the camp participants increased as the weekend wore on.

“On Sunday afternoon, the elders addressed questions arising from the morning discussion groups and it was a very, very emotional thing that they would become so open with us. They shared something very personal with us which touched all of us very deeply. One elder said he was speaking not from his lips but from his heart.”

While eager to talk about the camp, Roberts does not disclose many details about the rituals, songs and dances she observed, sensitive that to do so might compromise the new-found trust and fellowship that was evident at the wrap-up banquet. But Roberts does tell of a poignant moment one evening in the Tsartlip longhouse when band dancers performed a special dance for her with cedar boughs.

“They said it was to sweep away burdens and sadness,” says Roberts, who has used a wheelchair since she was three. “I had never been so honoured before.”

Maclean's 1996 university rankings keep UVic near the top

To some, the exercise is as fraught with peril as trying to compare Gretzky to Howe, Kain to Hart, Picasso to Van Gogh, or the 1927 Yankees to the 1975 Cincinnati Reds to settle who's best. Whether debated with passion or ignored with disdain, they've created a best seller for Maclean's magazine. If there's been anything conclusive about the national newsmagazine's annual review of Canadian universities over the past six years, however, it's that Canadian universities as a whole continue to set a standard of excellence from coast to coast.

The 1996 rankings, released by Maclean's in a Nov. 25 special issue, are no exception. Once again, B.C.'s three established universities rank at or near the top of their categories. And as in the past, this year's rankings also confirm that there's little real difference between those ranked at the top according to the Maclean's formula and those slotted in below.

In this year's rankings, Simon Fraser University ended UVic's two-year reign as the magazine's favourite university in the comprehensive category and reoccupied the number one spot it last held in 1993. UVic is now ranked third by Maclean's, behind SFU and the University of Waterloo in the 11-member category. Comprehensive universities are defined as “those with a significant amount of research activity and a wide range of programs...at the graduate and undergraduate levels.” UBC placed fourth in the medical/doctoral category for the fifth year in a row.

“As I've said each year, the Maclean's review is really a testament to the strength of the Canadian University system and particularly of the universities in B.C.,” said UVic President Dr. David Strong. “Each year, the rankings demonstrate that there's little difference in the excellence exhibited by universities from one end of the country to the other. This is particularly true for UVic, SFU, and UBC. UVic and SFU have traded top spot for the last four years. It's SFU's turn this year. Congratulations to them.”

“For universities, the real value of the Maclean's special issue is that there's a national focus on the importance of post-secondary education at least once each year. Not only is education important in its own right for the intellectual growth of the individual, but universities are key contributors to economic prosperity, international competitiveness, and quality of life in Canada. They represent an investment in the future. Maclean's universities issue underlines the importance of that fundamental fact,” Strong said.

UVic finished number one across all three university categories in number of medical/science grants won by faculty, and placed second in the country to UBC in the average size of these grants. Within its own comprehensive category, UVic also finished first in the percentage of total operating expenditures devoted to scholarships and bursaries. It finished second in proportion of students who graduate and the percentage of full-time faculty with PhDs. Simon Fraser finished first in the social sciences and humanities grants, while fifth-ranked York was first in five of the variables. When compared individually to the 10 other universities in the comprehensive category, UVic outranked each of its competitors in anywhere from 11 to 13 of the 21 variables.

UVic's ranking slipped in several variables where the University's frozen provincial funding and a Canada-high 11 per cent increase in undergraduate enrolment combined to lower UVic's average expenditures per student and average entering grades for the year.

Digging up the past

Maclean's university rankings apparently aren't just a 1990s phenomenon. While conducting an archaeological dig in the McPherson Library last summer, Dean of Science Dr. John Weaver unearthed a November 1967 Maclean's article entitled “The 20 best campuses: how they rate and what they offer”. In what Weaver suggests is an “even less rigorous [survey] than the present ones, more a one-man's opinion than anything else” the four-year-old University of Victoria cracked the top 20 at number 19 with the following:

“Has made good progress developing its degree programs since it ended its affiliation with the University of British Columbia in 1963: a library of 273,000 volumes and four doctoral programs. Strong hippie element on campus. The students drink at The Snug in the Oak Bay Beach Hotel.”

UBC, at number six, was termed “the second-best three-star university” in the country, although the magazine noted that its growth was “hampered by frosty relations with the provincial government”. It had a “respectable library”, “creditable faculties of law and medicine” and a “cocky, independent student body.”

SFU was not mentioned in the article.

One last chance to win a stay at the Qualicum College Inn ...

Ring readers who haven't entered the Spy Ring contest are invited to send their entries in by Dec. 5, and by solving the mystery, become eligible to win a holiday weekend for two at the Qualicum College Inn (two nights at the Inn, two breakfasts each and a dinner for two). Due to a technical error in the Nov. 15 Ring, the draw and the an-

nouncement of the winner has been postponed until the Dec. 13 edition.

Clues to the correct answer can be found in editions of The Ring from Oct. 4 through Nov. 15. Please send your entry to University House #2, P.O. Box 3060, Victoria, B.C. V8W 3R4—or fax it to The Ring at 721-8955.

“It's elementary, my dear Watson.

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